The focus in this collection of chapter’s was on the many aspects of grading; both the grades themselves and the formatting in which you choose to record those grades. An important aspect talked about in chapter eleven was how big of a difference a sixty versus a zero can make on a student’s average grade. I was very torn on this aspect, because I never realized there was so much controversy within that particular subject. Part of me would want to give the sixty, mainly because I still want all of the student’s success to be reflected in their average, and not be bogged down by one grade. It just seems unfair, but I also don’t want to give the impression that student’s can skive off assignments and still expect to pass. In my own classroom I want to find a happy medium where I can still fairly show the student’s progress, but keep them academically honest as well.

Based on my own experience, I think I would have to say I am rather partial t the 4-point grading scale, though chapter twelve makes excellent arguments for both the 4-point and the 100-point grading system. I find the standard requirements for a 4-point grading scale are much easier to compact into a rubric, and the difference between a 3 and 4 can be made very clear when the teacher understands the standards that must be met. However, I have also seen how the 4-point scale can confuse parents, students, and teachers alike and can even cause students t become lazy in terms of what they need to pass. A 2.5 on a 4-point scale seems not as bad compared to a 40 out of 100-point scale.

However, as chapter thirteen talks about, the grade book formats can often be just as important as the grades themselves. My mentor teacher always makes sure to take the time to give precise feedback on her student’s work so that they understand why they received the grade they did. Part of me would want to use this and keep a digital record of that feedback, but I feel like that would create a lot of extra work for myself. Then again, if I did that for just big final assessment projects and tests, it would still allow me to keep track of what the student did and did not understand about that lesson or unit, and still keep my sanity. I feel my method is going to require a lot of careful trial and error, while simultaneously referring to grade book help books and my teaching colleagues that a lifeboat.

Whatever grade book method I choose to follow, I want to be a method that best helps me when it comes time for writing up report cards, a topic talked about in chapter fourteen. This is actually a piece that scares me when I think about running my own classroom because I know what often comes attached to them: angry parents. Nobody is perfect, though more often than not, parents are convinced that their children are. I want the report card to reflect the work the student has done so far, also makes it clear that the student can always improve and I will do all that I can to assist them, if they are willing to put in the extra work. Overall grading is something I am not looking forward to, but much like the dentist, it is a part of life that truly does help everyone, teachers, students, and parents, in the long run.